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Evaluating the Possibilities and Actualities of the Learning Process: How a School Pilot Wellbeing Programme Worked as an Organisational Learning Process Intervention

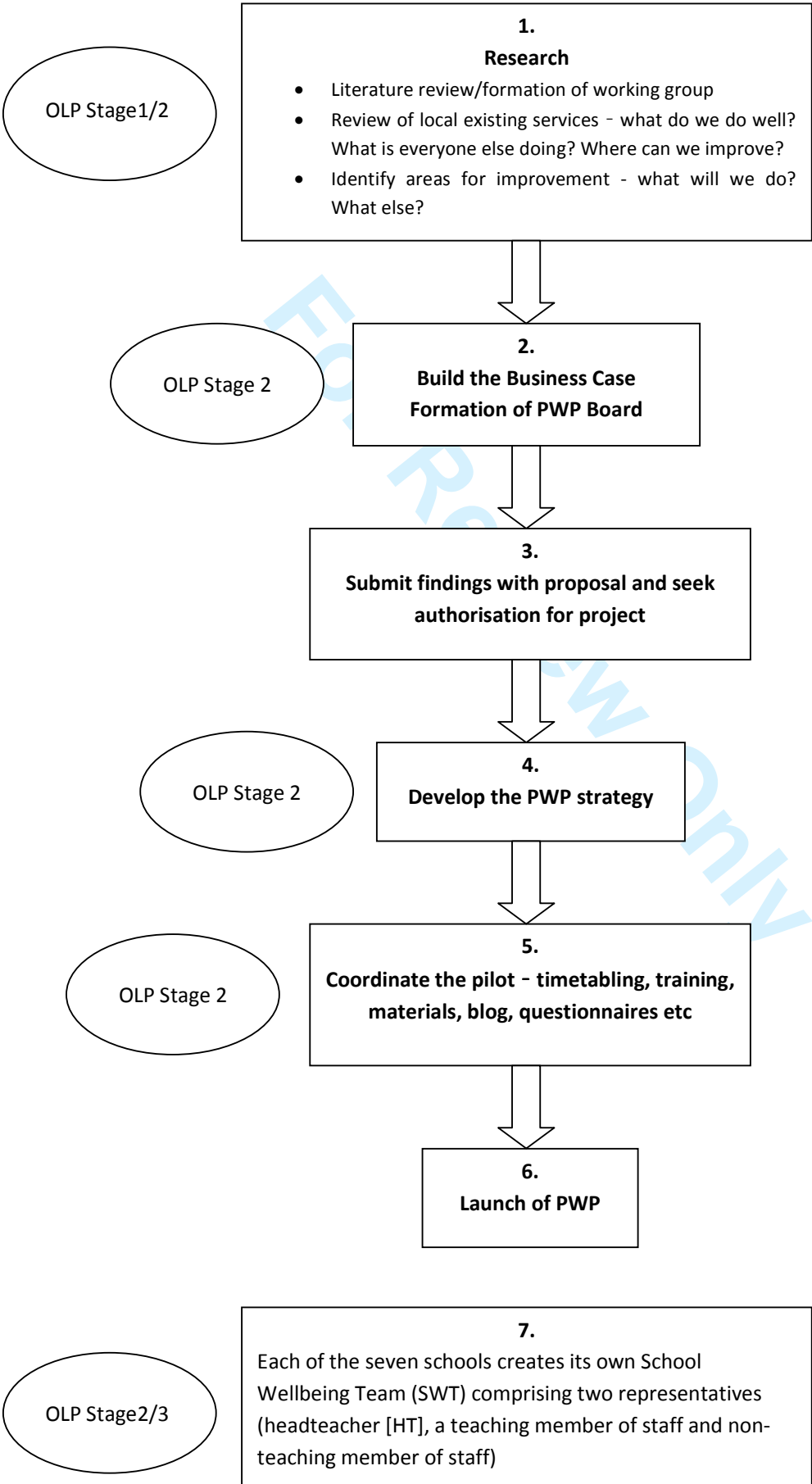
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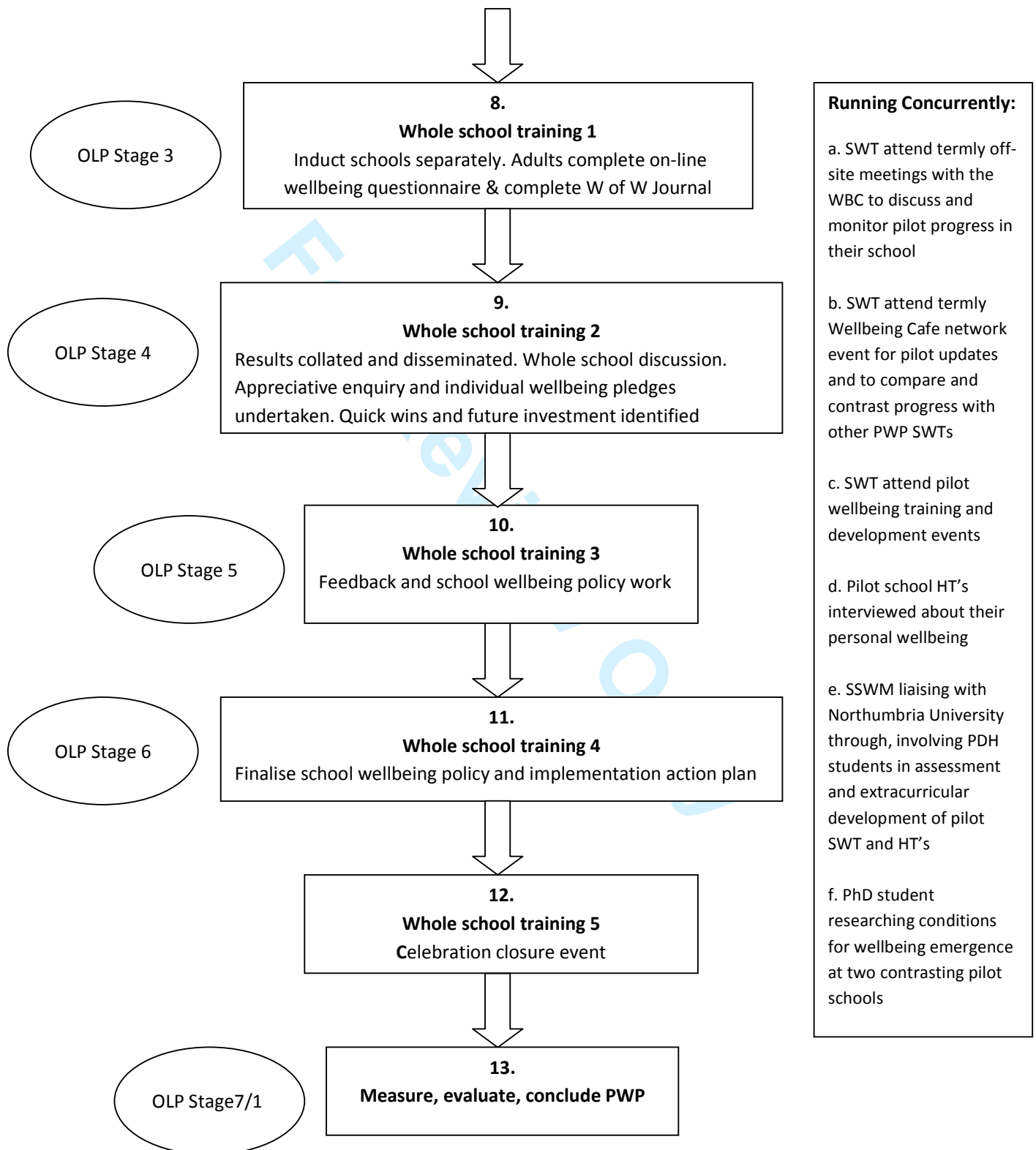
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The OLP as Applied to the Pilot Wellbeing Programme Intervention

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Pilot Wellbeing Programme Process and Findings

PWP Approach	Traditional Approaches to Change	Second-Order OLP (What was done differently)	Learning and Findings	Observations and Comments
Onus	Identified and focused on stress in all its guises and situations and disseminating coping strategies	Recognised, reinforced and advanced positive and healthy attitudes and behaviours in everyone in school	A shift in ‘Make me well’ attitude to ‘Could there be some way I can deal with this myself/before I call on others?’ in some people	HT’s reported staff as gradually growing ‘stronger’ and more self reliant. Greater esprit de corp around school
Philosophy	More paternalistic/mechanistic: <ul style="list-style-type: none">• tell me what to do• you should do...• I/we know best	More intra/interpersonal: <ul style="list-style-type: none">• what can I do to help myself?• how can we approach this together?• how can I/we support your learning?•	Increase in HT wellbeing. HT’s often ceded control of school staff wellbeing to SWT who worked firsthand with their colleagues and wider staff	Fewer people taking problems to the HT or line manager. More people making positive suggestions to SWT or working in small teams to make things even better
Methodology	More problem focused, historical, interrogative WHY, what’s wrong, how wrong is it, don’t do, stop etc	More appreciative, solutions-focused, experimental, experiential, possibility thinking - what’s already good, what works, let’s try, what if...	A release in imagination and productivity, a kind of joyfulness; rediscovery of the love of teaching and fresh appreciation of colleagues’ work and personal support	People being more productive through sheer enjoyment of their work rather than as a result of extrinsic expectation or intrinsic compulsion
Remit/Scope	Research shows that other formal work in this area often extends, at best, to including some learning support staff. Most schools include classroom staff only in wellbeing work. Some schools do attempt to take account of support staff	Fully inclusive: all school staff and other contributing adults within the school are embraced within its wellbeing remit. Every adult contributing to daily life within the school is welcomed.	Some initial HT hesitation at whole school staff inclusion in PWP Gradual breakdown of teaching-support staff silos where they had been present	HT concern re support staff reluctance to join in PWP People naturally and respectfully working together during PWP interventions

	(administrative, maintenance, lunchtime, road crossing) but this is determined by the inherent culture of the school. Also such events are usually ad hoc, rather than systematised (as frequently tends to be the case with wellbeing training).		Greater insight into all staff roles in school Increased whole staff camaraderie	People had a greater understanding and respect for specific job roles Extracurricular staff activities were sensitively planned to be more inclusive; as a result more people were more willing to attend and furthering informal team working
Management	Generally led by LA through a wellbeing SLA or one-off funded initiative	Collaborative approach between LA, academia, government agency and schools	Curiosity at such an unusual arrangement which acted as an initial driver amongst all contributors and schools. Many recognised it as a unique opportunity	People wanted to know what was going on; how the PWP was different; how it would help them
Implementation and Accountability	Usually HT-led and driven	PWP success depends more on individual and team initiative and commitment	Initial uncertainty amongst all school staff followed almost immediately by acceptance and enthusiasm, by most, at arrangement (if not always complete comprehension)	SWT relished responsibly and (limited) freedom of new role by carrying out it out beyond their remit (with the exception of facilitation). Staff recognised their position and quickly began referring to them with wellbeing issues as opposed to the HT or their line manager
Joining policy	Attendance usually mandatory as part of Inset or staff CPD	Voluntary, no compulsion of any kind. People welcomed as and when they can to participate	Choice of this nature was unknown territory for many staff and it took time for them to accept it and make decisions about PWP for themselves	People joined, opted out then rejoined and committed by showing genuine participation in PWP interventions
Sustainability	Project lasted the duration of buy-in to LA SLA or as long as the term of funding existed. During that period it often failed to become sufficiently imbedded in school and was usually the responsibility of a single identified member of staff. Without external support and weak internal representation, despite	Cultural change an aim from the outset of the PWP with the creation and immediate involvement of core wellbeing teams for each school a priority. Each team was made up of a representative from each sector of the school. Inventiveness and in-school collaboration provide a foundation for continued staff wellbeing ie they	Immediate gratitude at inception of PWP and quiet regret at its termination although the work has continued under its own impetus in several schools	SWT's in some schools have dedicated budget and have ring-fenced agenda time in staff meetings. HT's report staff thinking is more solutions focused than previously and that they are more accountable for their own wellbeing

	good intentions, staff wellbeing work inevitably faltered	are not dependant on internal or external finance to keep the work going		
Longevity	Wellbeing changes and benefits were often short term as staff tended to view any wellbeing initiative as ‘yet another project’ and submitted to it as if it were something to be done <i>to</i> them rather than <i>by</i> them. As a result the end of the initiative often came as relief or simply went unnoticed and school life reverted to ‘normal’ quite promptly	Staff involvement created staff commitment to the pilot in each school. Customised Whole Staff Wellbeing Policies founded on the values and beliefs of each school, were developed by staff during the pilot process. SWT’s ensured wellbeing issues and the PWP itself were recognised by both school leaders and peers as the established route to wellbeing in each school	Whole School Staff Wellbeing Policies emerged for each school as a result highly inclusive staff PWP work in each school	The policies continue to be customised and adapted where PWP had the most profound impact
Deeper value	Previous school wellbeing programmes were more of an end in themselves with no objective beyond the immediate improvement of the individual school itself	Strategic influence – the pilot was intended to provide material for publishable research with the further intention of providing government strategists and educational decision makers with additional research to justify greater support of staff wellbeing in schools	There is an increasing expectation incumbent on schools to ensure an authentic and workable staff wellbeing policy. HT’s, school governors and school staff are ever more aware of their role in this process	Applicants for schools jobs are enquiring about, or referring to staff wellbeing policy prior to, or during the interview process
Wider repercussions	Any changes of behaviour in children around people participating in previous school staff wellbeing programmes were accidental, not especially anticipated and usually not included as an intrinsic objective	One of the objectives of the pilot was the deliberate influence upon, and encouragement of, the wellbeing of children in school by modelling (teaching) default wellness via the improved wellbeing behaviour of the adults surrounding them	Children were aware that change was occurring in the teachers and support staff in school	Comments from pupils ie ‘You’re different since you went on that course, Miss’ on noticing a change in behaviour in staff were frequent

Title of the Submission: Evaluating the Possibilities and Actualities of the Learning Process:
How a School Pilot Wellbeing Programme Worked as an Organisational Learning Process
Intervention

Abstract: This paper reflects on the opportunities and challenges of the learning process in practice and explores the case of a Local Authority (LA) school Pilot Wellbeing Programme (PWP) intervention. The aim of the PWP was to create the best workplace conditions and circumstances for people to flourish and mature, both individually and collectively. Findings show that the socio-physical environment plays a significant and leading role in supporting this work, as does the consistent modelling of higher level behaviours including integrity, respect and acceptance by intervention managers and school leadership teams. It was also important that the change processes were continually tailored and nuanced to meet the evolving needs of the staff and organisation throughout the intervention. Emphasis was also placed on encouraging individual involvement and commitment by implementing inclusive measures that fostered trust and openness.

1. Background and Context

1.1 Background

The PWP came about as a result of recognition by a LA School Improvement Partnership (SIP) of a need for a coordinated, authority-wide approach to whole school staff wellbeing. While pupil wellbeing had come to the fore via a variety of high profile central and local initiatives, staff health and wellbeing had not enjoyed the same emphasis.

Until this point SIP involvement in staff wellbeing had tended to be implicit, the incidental side effect of other interventions, though many felt it was not the place of the SIP or LA to become involved at all. Nevertheless, stress or anxiety amongst both teaching and non teaching staff and headteachers (HT) was now being openly and increasingly cited as a reason for sickness absence. Powerful work, too, was being published on stress and work including Dame Carol Black's review of the health of Britain's working age population, Working for a Healthier Tomorrow (Health, Work and Well-being Programme, 2008). The Government's prompt cross party response to this in their document Improving Health and Work: Changing Lives (Health, work and Well-being Programme, 2008) detailed several new initiatives and acknowledged that, 'Schools are an important place where we learn about ourselves and our aspirations as well as the expectations of others, not only through the curriculum, but also through interactions with other children and adults,' i.e. children could assimilate some of the habits of personal wellbeing exhibited by their role models (school staff) through regular exposure to good quality adult behaviour.

This was important because it was official acknowledgement of the wrap-round interpersonal impact of schools on pupils and staff and became a lever through which to introduce wellbeing into the staffroom. In 2009 the LA SIP seconded into post a School Staff

Wellbeing Manager (SSWM) tasked with overseeing staff wellbeing in LA schools. The SSWM worked with HT's and other stakeholders to look at staff wellbeing work in schools which had now reached 'criticality' (Per Bak, 1997), the tipping point from which it shifted from minority 'alternative' thinking into mainstream educational thinking.

From this convergence of local school interest in wellbeing and national attention to stress, emerged a focus which gave rise to the PWP. The SSWM, with the support and contribution from, stakeholders went on to conceptualise, design and implement the PWP in eight LA primary schools in March 2010. Over a period of eighteen months eight individual whole school staff's (including HT's) became involved in the PWP, which utilised the Organisational Learning Process approach to implement a structured programme of tailored wellbeing interventions in each setting.

The discussion of the PWP case in this paper, includes: an overview of our approach in relation to what had gone before; an outline of the Organisational Learning Process used in this project; reflection on the application and outcomes of this approach in relation to the PWP.

2. Methodologies

2.1 What had gone Before

Previously, the majority of work carried out in this field had taken a stress perspective, which focused on what made people anxious and unwell in schools. It tended to encourage fixation on the external reasons for this stress - often factors beyond the control of the individual - by looking at what was being *done to* them. This often resulted in disaffectedness and defeatism; in fact a victim mentality of hopelessness and helplessness was almost the norm across some of the PWP schools at the beginning of the intervention.

The reach of past work was narrow too, limited in most cases to teaching staff only. Other school staff, including administrative and maintenance had been excluded, sometimes conspicuously so. Previous wellbeing initiatives had also tended to be compulsory. The staff involved had been forced to attend the development events, usually as part of a school wide attempt to improve various aspects of staff behaviour. This often had the adverse effect of creating resentment amongst those did not want to participate and annoyance amongst those who did, but who were subjected to the palpable unease of their dissenting colleagues. It transpired that even those who were interested in improving their wellbeing often felt somewhat compelled rather than inclined to be well following the events in question.

In any case these instances were rare as school staff wellbeing initiatives were rare. Such palliative measures as existed at all were usually LA driven and HT led and they didn't happen with any regularity. Ironically, when they did, the work tended to impact negatively upon the wellbeing of HT's because it increased their own workload. The prevailing philosophy at the time was somewhat paternalistic with HT's traditionally assuming

responsibility for the workplace health and wellbeing of those in their charge, and those in their charge habitually relinquishing it to the care of the HT.

Finally, the longevity of this kind of work in schools tended to be short, the effects dissipating when either the committed individual or the funding expired. Taken as a whole, past school staff wellbeing work had been faintly elitist, usually expensive and generally transitory in effect.

2.2 Trying Something New

The PWP was different because it approached wellbeing from a more positive perspective, investigating, focusing and reflecting on what was going right; what was keeping staff well and how that could be built upon, rather than looking at what was going wrong and who or what was causing unwellness. Approaches to change often focus on problems and what can be done to improve things. Focusing on negatives can create a sense of limitation rather than opportunity (Cooperrider et al., 2003). We used Appreciative Inquiry (AI) to explore what works well, and why and how conditions can be created to make this happen more often (Cooperrider & Srivastva, 1987). This methodology encouraged a positive focus and the use of positive language, with the intention of constructing a positive future together. AI helped in shifting people from the victim and entitlement state to one of increased personal accountability and control of their own wellbeing.

Solutions Focused Practice (SFP) (Rhodes & Ajmal 2004, Jackson & McKergow 2009) encouraged action orientation in finding small step solutions and measuring individual progress towards awareness of wellbeing. Collaborative Inquiry (CI) (Bray et al. 2000) was incorporated into every step of the the PWP through group training and reflection. The work of Professor Tal Ben Shahr (2007) on happiness and subjective wellbeing and Professor Daniel Gilbert's work on cognitive biases (1988) was also informative to our approach.

Past work carried out by the SSWM had shown that people enjoyed actually talking about things that had been professionally and personally successful for them in school. It made them feel 'good', emotionally and physically, and the effects of encouraging this behaviour were enduring. Regular, guided discussion time was therefore integral to the PWP design and in accordance with AI, staff was supportive in building on success and developing it further over the duration on the PWP.

This meta-positive emphasis eventually developed (amongst those who opted to participate in the PWP) a kind of default positivism, which helped to balance the ubiquitous negativity in many educational settings.

Throughout this work, the PWP fostered and nurtured an increase in individual resilience and accountability for personal wellbeing and greater day-to-day professional satisfaction. In comparison to other educational wellbeing initiatives it was also relatively inexpensive to implement.

Staff participation was quite deliberately non-compulsory. According to the SSWM’s own research and discussion with the involved HT’s, previous work undertaken as blanket CPD had not had the desired effect of increasing wellbeing to any significant degree. To quote one HT, ‘You cannot make people well. They have to want to change to be that way.’ The PWP recognised this fact and worked with it.

Naturally, most (though not all) staff who initially chose to become involved in the intervention had a bias towards wellbeing in general and in being well themselves. However the decision to make involvement in the PWP non compulsory was realistic. Based on schools’ previous experiments with staff wellbeing, people recognised not everyone could or would want to change at the same time. The first people who expressed an interest were those who would probably act as early adopters of wellbeing leading by modelling new behaviours around colleagues and children. Others, it was anticipated, would be able to benefit by opting in at a later stage of the PWP roll-out, should they chose to do so.

The PWP was always intended to act as the foundation for long-term, fundamental culture change in each of the involved schools and as a model for other schools in the LA. The Organisational Learning Process (Brown & Sice, 2005, 2011) was chosen as the overarching methodology and framework for intervention as being most fitting for a complex situation of this type (Figure 1).

2.3 The Organisational Learning Process Methodology

The process has been developed as an interpretation of the application of Autopoiesis to organisational learning (Maturana & Varela, 1980; Krippendorff, 1997; Sice & French 2004; Brown & Sice, 2005). Using Autopoiesis, the PWP schools and staff would have a unique opportunity to participate in the creation of a new approach to both individual and organisational wellbeing in their schools. They could individually; collectively, as staff; and beyond that as PWP schools participating in a common investigation; develop their awareness and examine the process of wellbeing in their environments, contributing to its evolution towards something more appropriate and useful to all. The intention was, using the OLP methodology, to enable people to understand that wellbeing was a participative process, not something that was done ‘to’ you by someone else whenever funding allowed, and encourage them to join in the process.

2.3.1 Autopoiesis

The theory of Autopoiesis defines a living entity as a self-producing and self-organising system (Sice & French, 2004). Autopoiesis identifies cognition as a characteristic pertaining to a living, active situated agent, continuously making sense and acting in a context (Maturana & Varela, 1980; Maturana and Poerksen, 2004). Our focus is on autopoiesis and cognition. We are staying away from the unsettled discourse of organisations as autopoietic systems (Mingers, 2002). Autopoiesis suggests an enactive view of cognition, i.e. we enact the world, rather than recognise one. Knowledge emerges and develops in the processes of interactions in an environment and is therefore more more suitably defined as a process (‘knowing’) rather than as a settled container (‘knowledge’). Clarity of perception

necessitates that we are generally aware of how our experience is shaped by our theories and beliefs, i.e our knowledge. Thus, if we are to be the master (and not the slave) of our knowledge, we need to actively cultivate our capacity to 'become aware' of the sources of our experience (and thus our knowledge) and, thereby, open up new possibilities in our habitual mind stream (Sice & al., 2011).

To gain maximum benefit from this 'greater clarity' of awareness, we need to be able to express it in language. Organisations need to be cognisant of the reciprocal relationship between experience and language. It is through languaging that we coordinate our actions and manifest our world. Thus, it is through languaging that we promote creativity and innovation. To exploit this, we need communication practices that allow common meaning to be developed (Bohm, 1987, 2000). A new type of dialogue is needed: the basic idea of this dialogue is to be able to talk while suspending our opinions, not trying to convince but simply to perceive the full meaning of all without judgement. It is essential that this form of dialogue exists at the heart of human enterprise, since it creates the context for all activities (Sice & French, 2004).

Within an organisational context this requires a closed cycle of exploring, reflecting and developing language. The Organisational Learning Process is a second order process of learning, by which the process of inquiry involves understanding, not only of one's own perceptions of a situation (first order understanding), but also the understanding of others' worldviews, i.e. second order understanding (Krippendorff, 1997).

In the process, people participate as researchers in their own right. It is not research conducted by a third party, but research conducted by members of an organisation with input from a third party. The process includes seven stages (Figure 1) that may or may not be followed in sequence and can often overlap.

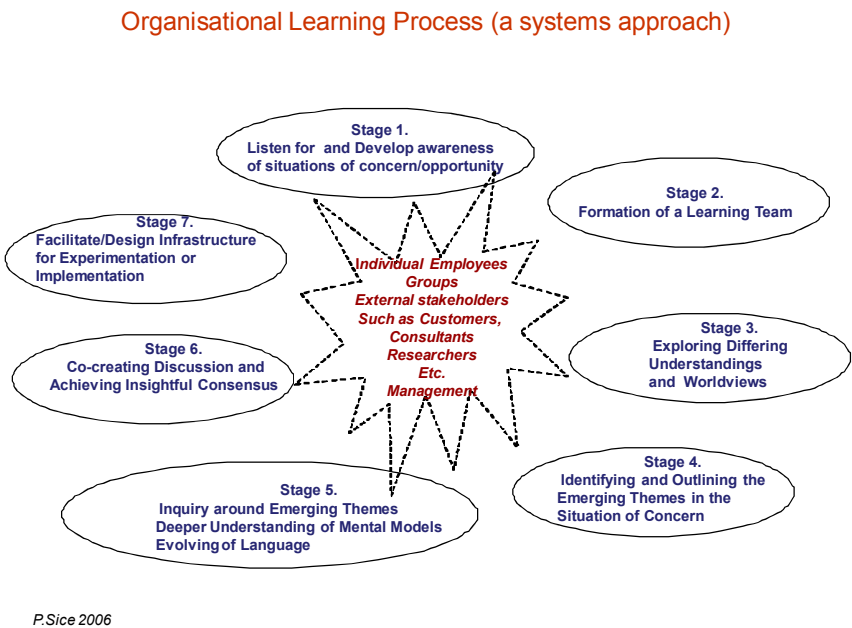


Figure 1. The Organisational Learning Process
(adapted from Brown & Sice, 2005)

2.3.1 Stage 1. Develop awareness; Listen for and Identify Situations of Concern and/or Opportunity.

The ability to listen for concerns and opportunities in organisations is essential for creativity and innovation. It necessitates encouraging observation and exploration and honing of emerging conditions for the development of personal mastery, i.e. the reflective and intuitive capacity organisational members (Senge, 2010; Scharmer, 2010; Goleman et al., 2002; Vyas & Sice, 2013). On individual level developing awareness could be likened to our peripheral vision. While doing our daily activities and focusing on the task at hand we still remain open and observant to what else is happening around us. Our scope of vision is very much determined by the way we manage our attention, i.e. focusing on current intentions, while still being aware and sensing the surrounding context (Maturana & Varela, 1997; Depraz et al., 2003; Vyas & Sice, 2013). Detecting situations of concern and/or opportunity may happen at individual and/or group level. It derives from individual experiences and also from formal and informal conversation that may have led to emergence of ideas and new meanings.

The connectivity between groups and individuals and the communication practices eg formal and informal, dialogue and discussion, in the organisation (Bohm, 2000, Seel 2006), as well as the richness of information flows and the organisational structure, should be considered when developing conditions for sensitivity to concerns and opportunities. Senge (2010) argues that maintaining creative tension and encouraging diversity are essential for learning and innovation.

The political and power dimension, as well as the organisational structure is crucial in 'hearing' the concerns and opportunities, i.e. giving legitimate recognition and putting the exploration of those concerns/opportunities on the organisational agenda is critical in facilitating emergent change (Stacey, 2011, 2012).

If those concerns are recognised as legitimate part of the organisational agenda, it is important to consider adequately the formation of the team around their further exploration (Sice et al, 2013; Brown & Sice, 2005).

2.3.1 Stage 2. Formation of a Learning Team

Directing individuals to teams without prior consultation is still the prevailing practice of team formation (Brown & Sice, 2005). However, innovative organisations are beginning to understand voluntary teams are very often more creative (Scharmer, 2010; Sice et al., 2013). The Hearing Aids manufacturer Oticon AS (Sice et al., 2013) has made internal job advertising part of its practice. Employees, looking at the job adverts on the Intranet can then volunteer to join a team/task of their choice. Looking for a voluntary participation at this stage is the first step to team formation. After the voluntary team emerges, it is important to decide (within the team) whether the team has the requisite variety to adequately meet the concern or opportunity (Beer, 1990). Senge (2010) identifies a team as a group of people needed to complete a result. We will consider that we need to also involve the people affected by that result in the wider team. Embracing this definition we recommend that the voluntary team acts as a core and facilitates the exploration process and a wider team related to that area of investigation. The wider team participation may vary in form (through video conferencing, email, etc.) and does not always require their actual presence in the core team's meeting. It is also possible that the core team evolves to incorporate members of the wider team. The condition however is that the wider team's views are explored and considered adequately.

The membership of the core and the wider teams will evolve through all the stages of the learning process, including progress in problem identification and exploration. They will also clarify what they aim to achieve or implement in terms of. envisaged results. The overall team needs to involve all relevant stakeholders.

2.3.1 Stage 3. Exploring Differing Understandings and Worldviews

This stage aims at developing a rich understanding of the situation of concern from the different perspectives and worldviews of the team. Tools like 'rich pictures', are a useful vehicle for facilitating the expression of the full variety of the situation of concern (Checkland, 1990, 1998). Story telling can reveal aspects of organisational reality perceived as important by the team members (Stacey, 2012). Depending on the context and work-environment of the team, semi-structured interviews and questionnaires could be used in this initial stage of exploration.

The outcome of this stage is a rich expression of the situation from the perspective of the team members. By rich expression we mean the inclusion of all team worldviews and the

expression of the ‘full’ messiness of issues, i.e. thinking, feeling, attitudes, cultural values, etc. (Zeeuw, 2011; Sice et al, 2004, 2006, 2008).

2.3.1 Stage 4. Identifying and Outlining the Emerging Themes in the Situation of Concern

This stage is about analysing the rich expression of the situation and identifying the underlying themes of concern. This can be accomplished by the core team itself or by an analyst, i.e. a consultant, researcher or organisational member. The meaning and labelling of themes (e.g. communication between departments, political processes, etc.) should be agreed within the team from the outset. This could be a co-creative discussion perhaps, to jointly identify what is important in the situation and how it needs to be addressed from the perspective of various worldviews. It is likely that as the team evolves and new members are incorporated the process will need to be iterative. The overall scope (boundary) of the situation of concern/opportunity is beginning to emerge (Platts, 2003; Brown & Sice, 2005)

2.3.1 Stage 5. Inviting Inquiry around Emerging Themes within the Situation of Concern/Opportunity. Deeper Understanding of Assumptions/Mental Models. Evolving Organisational Language.

This stage is about deeper understanding, exploring the assumptions/mental models in relation to the emerging themes. This could start with dialogue sessions the purpose of which would be to get people talking and exploring their assumptions and mental models. Eventually what should emerge is a shared understanding the situation. This could be facilitated by a Socratic Dialogue approach (K Van Rossem) of mental models exploration such as the Ladder of Inference (Senge, 2010) etc. These dialogue sessions can reveal beliefs related to the past which can influence thinking relevant to what needs to be done in the future.

Apart from involving the wider team in this stage, it may be necessary to open up the inquiry to other teams and the wider organisation should emerging information be relevant to other’s projects or activities.

This stage, when successful, would lead to emerging new shared understandings of the situation/opportunity.

2.3.1 Stage 6. Co-creating Discussion and Achieving Insightful Consensus

Once the team feels satisfied with the exploration process and that shared understanding has been achieved, they then move towards discussing and agreeing courses of action. Here it is important to consider what consensus means. The work of Platts (2003) is useful: ‘Consensus is when everyone, not just a majority, is in agreement. A decision made by consensus is one which everyone can honestly support. It does not mean that it is everyone's first choice, but everyone must be able to 'live' with the decision.’

2.3.1 Stage 7. Facilitate/Design Experimentation or Infrastructure for Improving the Situation of Concern or Developing an Opportunity

This stage relates to creating an experiment for allowing the suggested action(s) to take place on a scale that will lead to further learning. Outcomes emerging from monitoring the

experimentation may lead to going through the learning process or some of its stages again, or not. Fully fledged infrastructure for implementation is designed when there is a sense of agreement that further experimentation is not essential (Scharmer, 2010; Stacey, 2011).

The application of the Organisational Learning Process will vary from context to context and will also require careful consideration of the organisational culture (Whitaker, 1996; Zeleny, 2005).

3. Implementing the PWP Intervention as an Organisational Learning Process

The evolution of the PWP emerged gradually and naturally as the result of the OLP process, as can be seen in Figure 2.

FIGURE 2 IN HERE

Figure 2. The OLP as Applied to the Pilot Wellbeing Programme Intervention

3.1.1 OLP Stage 1. Developing Awareness: Listening for and Identifying Situations of Concern and/or Opportunity about Wellbeing in School Staff

Prior to the PWP, the concept of whole school staff wellbeing Continuing Professional Development (CPD) was new to most SIP's and they prevaricated. These things could be difficult and were best left to the school or the individual, was still the prevailing attitude at the time. This strong and widely held stance began to shift after the interest in Accelerated Learning (Rose, 2003) and Multiple Intelligence (Gardener, 1984), amongst other similar popular psychology explorations, began to gain credence with teaching professionals. Social and emotional resilience strategies and techniques, at the time being successfully trialled with pupils, appealed to many teachers too. Staff was enjoying the results and CPD courses in these areas mushroomed in popularity; suddenly, talking about 'feelings' was not just for pupils, but for teachers too. Emotion in school was more than acceptable; it became almost compulsory. The story was that happy people made for both for better teachers and more fulfilled learners. This of course was not an especially new concept but during this period it became increasingly mainstream amongst schools and teachers rather than the province of a few maverick practitioners.

Gradually, offering wellbeing support to school staff alongside more traditional curriculum-related CPD became increasingly normal, if not routine, to schools and SIPs. Significantly, at about the same time, some of the funding previously routed from central government through SIPs to schools, began to be devolved directly to schools. The ensuing financial freedom meant schools could procure support and training from whomsoever they chose, and they did. However, in this case the SIP was an award winning one which had forged itself a national reputation for educational awareness, innovation and high performance through quality delivery, so most of their schools remained loyal and continued to buy into their services including their wellbeing offer.

One of the reasons for the SIP’s leading position was its preparedness to listen to schools and work with them in identifying areas of concern and growth. As a result, staff wellbeing training was identified by the SIP as having potential as both a support for schools in difficulty and as an enhancement strategy in high performing schools.

In 2009 the SIP seconded into post a School Staff Wellbeing Manager (SSWM) to coordinate their wellbeing CPD products. Until this point school staff wellbeing support offered by the SIP had taken the form of one-off courses and conferences incorporating a range of wellbeing topics. Most of these events were relatively successful though ad hoc and were almost entirely focused upon teachers and HT’s (support staff was rarely included). As a CPD priority in schools, stress and wellbeing issues remained buried beneath other more immediate priorities.

All in all, what wellbeing work had been previously undertaken had little immediate or long term impact on alleviating stress or increasing wellbeing. Also, while generally speaking what was on offer was accepted, this tended to be because schools themselves were unaware of what they needed or indeed, wanted, in terms of staff wellbeing. Attitudes still varied as to where CPD - ‘proper’ continuing professional development - left off, and where personal-professional enquiry or ‘inappropriate interference’ as some people labelled it, took over. The whole subject of staff wellbeing was a sensitive one and yet it continued to gain in popularity. With the SSWM in post, time and attention could be properly devoted to investigating the wellbeing needs of school staff.

3.1.2 OLP Stage 2. Formation of Learning Teams amongst School Staff and Other Stakeholders

The SSWM worked with HT’s and other stakeholders in a working group to consider how school staff wellbeing needs could be better met. The result of this consultation, the proposed PWP, was different in almost every respect from previous CPD offerings, not least because much of the drive for the initiative had come from the schools themselves. Partly, this enthusiasm was due to the fact that schools knew and trusted the SSWM as a result of over ten year’s work together. They were confident of her professionalism to the point where most acceded to involvement in the PWP intervention almost immediately. This was significant as schools are regularly approached to become involved in academic research and, for a variety of reasons, equally as regularly turn down the opportunity. In the case of the PWP they made an exception; they were familiar with the SSWM’s previous (effective) work in schools and knew she needed no induction or special care if they opted in to the arrangement. She knew her way around and they viewed the PWP as simply an extension of the work SSWM already did within the LA. Due to the ease of HT ‘buy-in’, school staff involvement in the PWP was established relatively easily. That involvement resulted in a higher level of commitment to the concept of staff wellbeing and to the implementation of the PWP than there had been to any similar intervention in the past.

Together, stakeholders began to explore and identify the staff wellbeing areas they wanted to develop and agreed the main aims, objectives and principles of the PWP. Ten schools were

invited to join the PWP; eight did so. Each then created their own core school wellbeing team (SWT) which then dealt with, and liaised and connected within and without their school on all things wellbeing.

A PWP programme of staff wellbeing training and development was launched across the eight schools. Alongside this ran an extra-curricular calendar of wellbeing events for the SWT's and HT's giving them additional opportunities to network with each other. Simultaneously, an executive level advisory panel was mooted. Comprising key SIP and other useful LA services personnel, it was anticipated that this panel would develop into a School Staff Wellbeing Board (SSWB) and provide championship, guidance and comment throughout the PWP intervention.

3.1.3 OLP Stage 3. Exploring Understandings and Worldviews about Wellbeing

Opportunities for discerning and gaining insight into the perspectives, needs, values, feelings etc of individuals and groups involved in the PWP were various and formed an essential and fundamental element of the intervention.

The HT's of the eight schools were regularly invited to training and development events which provided a forum at which they could share and compare their experiences of, and hopes for, staff wellbeing in their schools.

The SWT's benefited from termly out of school meetings at which they could discuss and monitor PWP implementation and progress in their schools.

HT's, SWT's and other interested stakeholders, met for updates and informal networking at termly Wellbeing Cafe meetings hosted by the SIP.

In each PWP school, all staff was proactively included in invitations to attend whole staff PWP school-based training and development events over a period varying from six to twelve months depending on the roll-out of the PWP in each school.

Various LA services also had an interest in, and opinion on, the PWP: Human Resources (HR) was interested in the PWP as a performance enabler; Organisational Development (OR) wanted to see if the intervention could be used as a generic training programme throughout the Council; Occupational Health (OH) saw it a new means of accessing schools and gathering useful health data; trade unions wanted to understand how the PWP would affect their members and how the PWP would work alongside their own support for staff wellbeing. It was anticipated that the majority of these stakeholders would be able to contribute to the PWP via the proposed School Staff Wellbeing Board.

3.1.4 OLP Stage 4. Identifying and Outlining the Emerging Themes about School Staff Wellbeing

The issue that had drawn all stakeholders together in the first instance was school staff wellbeing within the LA, specifically, how could it be improved, what had been learned from previous interventions in the same area, and what new research might be helpful.

As well as undertaking a literature review with the aim of investigating what had already been discovered in the field of school staff wellbeing (not a great deal as it turned out), primary source research was also undertaken as an integral aspect of the PWP as a whole. Various methodologies and mechanisms were utilised to collect original school staff wellbeing data included questionnaires, discussion, training sessions, networking opportunities, consultation meetings, investigation of staff meeting minutes, informal conversations etc. This information was collated and analysed and from this work emerged several themes of concern and interest where:

- there was strong indication that people were open to new routes to staff wellbeing but that there was also suspicion and nervousness around the whole issue of stress and wellbeing;
- time and capacity were perceived as being an obstacle to enhanced staff wellbeing;
- HT's were interested in the fact that the PWP was reliant on voluntary individual and team initiative and application, rather than compulsion, as had mostly been the case with other staff wellbeing initiatives in the past. They were also enthusiastic to see how the SWT would sit in school and how the SWT would fulfil their brief;
- SWT's members had often been unhappy at previous staff wellbeing interventions and had volunteered to become a SWT representative to try and change (improve) what had gone before. They were also people with a lot of ideas and enthusiasm who wanted to be 'let off the leash', as one commented during discussion;
- school staff who became involved in the PWP participated for a variety of reasons; curiosity, enjoyment (as an informal staff gathering), obligation (they felt they ought to be seen to be attending), vested interest (personal wellbeing issues), vengeance (usually wanting to vent about a perceived grievance) etc;
- the SIP saw the PWP as a potential benefit to their schools and was also interested in the national profile it could bring to the LA. It was also an opportunity to trial wellbeing development as a possible income generator for future training products.

3.1.5 OLP Stage 5. Inquiry around Emerging School Staff Wellbeing Themes

The information that emerged about school staff wellbeing as a result of OLP Stage 4 (Figure 2) provided the basis for involving teams in richer work, enabling them to understand their relevance to each other and the purpose of the PWP as a whole. Individual and cross-school

work began to take place; the SWT's joined and worked together, HT's continued to meet and explore. Non-school stakeholders were invited to contribute.

Action Research (AR) (Lewin, 1944) was inherent in all of this, applied in the understanding that all stakeholders would be involved throughout the whole OLP in investigating, analysing, innovating and partaking of the changes they wanted to see in place. Appreciative Inquiry (Cooperrider & Srivastva, 1987) was used, looking at what worked and what enabled people to be, and stay, well. People wanted to know what could be done to further develop healthy school environments, collectively and individually. In particular AI was useful in identifying current and previous areas of professional success, enabling individuals and groups to dwell in detail on the factors involved, and from this to propose further advances.

3.1.6 OLP Stage 6. Co-creating Discussion and Achieving Insightful Consensus about School Staff Wellbeing

Much of this work was coordinated, facilitated, recorded and disseminated by the SSWM on behalf of stakeholders. Gradually a consensus in terms of school staff wellbeing perspective, position and possibility revealed itself. Using AI as a research tool, it became clear what was already working, why it was working, where and how it worked, and with whom it was working.

Trust and cooperation became increasingly apparent throughout PWP groupwork. People slowly relaxed in the understanding that everyone *genuinely* involved, wanted the same result; improved school staff wellbeing. They were also interested in the unusual and respectful methodologies being used to bring it about. All of this was important as it enabled people to feel more fully committed to PWP work and overtly supportive of it.

3.1.7 OLP Stage 7. Facilitate/Design Infrastructure for Experimentation or Implementation

The confidence and excitement which emerged as a result of the OLP process, created individual and collective action. Some people began to take a more personally accountable route to wellbeing, ie they increasingly began looking within themselves for answers rather than instinctively externalising their queries and seeking from others the reasons for, and means to correct, their personal stress and anxiety issues.

Collectively, people agreed on numerous small and large scale interventions, one of the most significant being the creation of a unique Whole School Staff Wellbeing Policy in each school; a document of commitment that had not previously existed in any LA school.

4. Challenges and Successes that arose during PWP

4.1 Collecting Data

It became apparent quite quickly that school classroom staff was apparently suffering from questionnaire-fatigue having been inundated with this form of evaluative methodology for many years from many sources. As a result they did not view questionnaires as an

opportunity to express themselves, nor as a necessary measuring mechanism, but simply as an imposition on their time and energy. Given the option, they will not complete them, and the majority didn't, leaving a shortage of a significant number of answers to some important questions. This reluctance to be evaluated extended itself to almost every measuring mechanism introduced through the PWP no matter how seemingly innocuous. Given the pressure most staff is under in terms the ever-present threat of Ofsted Inspection and ongoing classroom observation alone, their stance was understandable. The PWP needed their cooperation and participation if the intervention was to be successful so the means of monitoring and recording progress was reduced to interview and informal observation and discussion. This was not unhelpful in itself, but was undoubtedly restricting in its limitation as a means of measuring progress. The work was carried out by the SSWM who had a background of over twenty-five year's in learning and development and ten year's contact with the schools involved in the PWP.

Non-teaching staff (maintenance staff in particular) also seemed be intimidated by, and rather suspicious of, questionnaires. Many hadn't the skills to complete on-line versions and refused offers of IT support to enable them to do so. Again, their views were collected by interview throughout the duration of the intervention.

Remembering that participation in the PWP was voluntary, rejection of any evaluative measures had to be respected and complied with. After all, the intention of the PWP was to increase staff wellbeing, not decrease it, as compelling staff to complete yet another questionnaire or survey might well have done. This meant that robust evidence was fragmentary and needed a leap of intuition to work with even when combined with the other feedback that was available. This methodology worked to an extent, but only due to the SWWM's extensive experience in the field and intimate knowledge of the schools involved. This enabled her to interpret and supplement the meagre staff response with a rich understanding of the needs and aspirations of the school staff participating in the PWP

This situation was not ideal but the fact that the staff was generally so patently indifferent to the more solid mechanisms of monitoring and measuring their progress was useful information in itself. Apparently even measurement for their own (wellbeing) benefit was insufficient reason for them to submit themselves to it, so adverse to and exhausted by the process were they.

4.2 Wider Commitment to the PWP

The concept of a formal School Staff Wellbeing Board comprising key personnel from local schools, other LA services and educational organisations and institutions beyond, eventually had to be abandoned. Despite numerous attempts, sufficient panel numbers could not be generated to enable the Board to inaugurate and function properly as a team (Senge, 2010). Future initiatives the like of the PWP might be wise to secure executive level championship for a Board from the outset. This would act as a means of reassuring senior managers and potential board members as to the esteem and seriousness with which staff wellbeing is held in an organisation, enabling them, thereby, to give of their time with greater ease. The PWP

managed without a Board but its absence created a serious lack of gravitas and influence amongst those who could have both benefited the schools and themselves by being involved.

4.3 What 'Voluntary Involvement' Meant in Practice

While overall involvement in the PWP was voluntary, some staff indicated they often 'felt' an obligation to attend events in order to 'be seen' to be participating. Whether this feeling was self generated or external was not clear. Those who did so for this reason were fairly easy to identify due to their rather withdrawn and occasionally resentful attitude, although many eventually acknowledged that they had gained from being present despite their initial reservations. Most staff was unused to the kind of focus on their wellbeing as was offered by the PWP, neither were they used to voluntary CPD. Casual investigation revealed that they simply didn't know how to respond to such an invitation and concluded that they *ought* to attend, albeit with a guarded suspicion as to the motives of both their HT and LA. This default conformation was probably to have been expected given the prescriptive, fault-finding approach there has been towards teaching and education for so long. People have been used to 'toeing the company line', as one member of staff described it, in so many respects educationally, that any freedom of choice was bound to provoke consternation and knee-jerk compliance. Independent thinking and behaviour cannot be elicited overnight; they need security and encouragement and practise to emerge properly in any setting including schools.

4.4 How People Responded to PWP Training and Development Opportunities in their School

Once under way it became clear that encouraging voluntary attendance at PWP school wellbeing events did not necessarily mean people would come along for the 'right' reasons (in this case, to learn more about how they could assume greater control of and enhance their own wellbeing and contribute to the overall wellbeing of the organisation). Some staff clearly attended with the intention of venting past and current personal grievances, much to the alarm or annoyance of their more positively focused colleagues. This caused a schism within the group whenever it occurred particularly as it been well established by the SSWM from the outset, with the backing of HT's, that the focus of the PWP was on appreciation and solution as opposed to becoming a 'whingefest', as one person called previous earlier work they had undertaken on stress.

Ameliorating this behaviour amongst the disaffected few, whilst simultaneously attempting to engage the rest of the group, often proved quite challenging for the SSWM. Creative tension and respectful dissent were encouraged as an integral contribution to the development of the intervention as a whole, but premeditated abuse was unwelcome. Initially, when this occurred, other participants simply waited for the disturbance (loud talking, giggling, in one instance paper dart throwing) to be dealt with by the facilitator (the SSWM). Whether this was out of intimidation or apathy was never clear, although there was a sense that they were waiting to see who established authority during these sessions before making an alignment. In all but one case the groups eventually settled down together, with the agitators being either won over to the PWP cause or succumbing to behind the scenes peer pressure.

Identifying joining attitudes is difficult in training and facilitating situations and it has to be accepted that people will attend events, especially personal-professional CPD of the type offered through the PWP, with different agendas. Delivering wellbeing interventions to large, relatively unknown groups is potentially exposing for any facilitator and hazardous for the organisation, particularly when held in-house, often unleashing issues that senior management may not be prepared for. Guest facilitators can also be perceived as ‘soft targets’ by disgruntled staff and as easier to harass than management. While the onus of the PWP was on the positive as opposed to grumbling or focusing on stress, simmering issues never the less ousted themselves, especially at the outset of the PWP. Deliverers of any kind of staff wellbeing work should therefore be prepared for occasional unprofessional conduct amongst delegates and feel comfortable about ensuring school management presence during training interventions, if necessary, as this can both lend authority to the proceedings, and reassure genuinely interested participants.

4.5 Capacity and Delivery of the PWP

Even when people were fully committed, facilitation was usually exhausting for the SSWM due to the inherent sensitivity of wellbeing issues and the variable needs and expectations of both the participants and the individual schools. Ensuring a ‘safe place’ was always of paramount importance, as people sometimes disclosed and unburdened themselves during group work. Respecting this, whilst at the same time deftly manoeuvring proceedings back on tract, required tact and more tact. It became easier though, as people became increasingly used to defaulting to appreciation and solution thinking; laughter, excitement and respect for each other grew as people began to see the opportunities within the intervention.

4.6 Accepting the Ironic Vicious Circle

HT commitment to the PWP was important and forthcoming from the outset. Without their championship the intervention would not have worked. However, one HT did opt out, neither attending the launch nor sending a substitute. Despite LA support and her own protests to the contrary, it seemed the PWP was too much to contemplate. The irony was that the PWP could probably have helped with the very overload that the school perceived itself to be suffering from, had they only been able to comprehend it. This vicious circle - people being too busy to reflect on their busyness and becoming ever busier as a result - remains a widespread issue, not just in schools, but in many organisations, though it began to ease amongst participating schools as soon as the PWP began, which particularly benefited HT’s.

Similar interventions might do well to highlight the Ironic Vicious Circle from the outset, drawing attention to it as a pervasive school issue and outlining the benefits of wellbeing work in easing it.

5. The Impact of the PWP on Staff and Other Adults in School

5.1 Identifying Common Challenges

As the PWP progressed it emerged that the wellbeing challenges varied considerably according to each of the schools' circumstances, although there were common points of reference between the staff in all eight schools, including: the threat of Office for Standards in Education (Ofsted) inspection (the distracting and debilitating effect of); staffrooms (availability; use or non-use of; environment and maintenance of; siting of); work-life balance (perceived lack of/right to); constant educational change (the sheer world-weariness of it all); poor pupil behaviour (the disruptive consequences of). Neither were any of the staffs used to taking an overtly positive view of their school or their own wellbeing. It took time to wean people away from the stress perspective to a different, more constructive, approach. Utilising 'What works?' thinking and methodologies throughout the PWP, many fundamental issues were eventually openly raised (a breakthrough in itself for some schools), discussed and resolved and the results shared later between the SWT's during the Wellbeing Cafe network meetings.

5.2 The Effects of Building Trust

Initial reactions to AI methodologies amongst staff included impatience and scepticism, but once the discomfort of thinking differently about problematic issues had been largely overcome, people discovered that the simple act of reflecting together to distinguish and investigate what they had done *well*, actually made them feel *more* well. Inspiration and innovation were released in individuals and groups. The PWP took on its own momentum with people continuing to sit together discussing the work long after development events had officially been brought to a close. Guided, this enthusiasm grew good ideas into better ideas and enabled already successful work to blossom still further. Between PWP events, progress continued. Feedback from HT's suggested that once the SSWM had become trusted and staff began to relax with the PWP, an increase in day-to-day discretionary effort and goodwill followed (and lasted longer following each training session). Greater group and personal emphasis on the positive was beginning to change thinking and behaviour. This cautiously successful work continues in some of the PWP schools today.

5.3 Respecting Individual Differences

However, during the PWP process, it became clear that not every adult was 'wellbeing-ready' or in need of wellbeing support at the time of the PWP intervention, so the work was perceived by some as irrelevant or even impertinent. This minority often had difficulty in understanding the 'bigger picture'; that others were valuing the work and that the school as an organisation had a unique opportunity through the PWP for growth and development. Some resistance had been anticipated by the SSWM and it was addressed from the outset. People who supposed themselves as being 'not in need', were reminded that they could absent themselves at any point during PWP work but were gently encouraged to stay. Many did stay and proceeded, sometimes despite themselves, to contribute a great deal to the outcome of the PWP work in their school.

5.4 Beginning to Build Bridges and Shake Silos

Throughout the PWP intervention, non teaching and support staff were noticeably fewer in attendance despite an active policy of inclusion. HT's suggested that in some cases this

cohort was unused to, or disliked CPD, or was uncomfortable mixing with professional staff in such a close setting. A deliberate strategy of respectfully breaking up cliques and mixing staffing groups during PWP training events to create requisite variety, helped alleviate this shyness by enabling people to become more familiar and relaxed with each other. The effects of this strategy reportedly spilled into daily school life eg silos were shaken and refreshed, and a friendlier atmosphere prevailed in the corridors. These improvements continued throughout the duration of the PWP but the general opinion was that the work needed to be continued for change to become culturally imbedded and genuinely enduring.

5.5 *Timing and Allowance for Gradual Adoption*

Some people refrained from joining in anything throughout the PWP but might have done so at another time. A fully integrated Whole School Staff Wellbeing Policy, properly implemented and fully inclusive, would allow for differences between people and gradually accustom everyone to the idea of everyday school wellbeing awareness. The place of trust and nuance in all staff and adult wellbeing work cannot be overemphasised. People’s perspectives were respected and protected throughout the PWP enabling them to feel safe and at ease, with the SSWM, with each other and with the aims of the PWP. The creation of this kind of learning space cannot be rushed and to a large extent is based on the experience, intuition and authenticity of the team managing the wellbeing intervention.

6. Conclusion

At the outset of the PWP, an innate ‘make me well’ mind-set had prevailed amongst many teaching and support staff in the involved schools. One of the PWP objectives was to challenge this and start people thinking differently about how personal-professional wellbeing could be better managed by individuals. Instead of struggling against facts they could not control eg workload, Ofsted inspection, long hours etc, people were encouraged to recognise that they were not powerless, but had a *choice* in their response to their circumstances. They could change their *behaviour* and were enabled to do so - if they chose to - using various methodologies imparted through the PWP training sessions.

However, as the PWP came to a close, it was evident that a significant number of participants, while enjoying the PWP experience as a whole, cherry-picking from the programme (skills in classroom environment enhancement proved particularly popular and effective), opted not to embrace the resilience methodologies proffered and still sought solutions for personal wellbeing beyond themselves. Despite both the explicit and subtle emphasis on greater individual accountability for personal wellbeing throughout the PWP, many continued to look to the HT, the school governors, the LA, the government, or simply ‘Them’, rather than themselves and their own resources, for their own wellbeing.

Perhaps school staff has become too institutionalised to readily countenance the concept of freedom of choice in terms of one’s own wellbeing? Despite recent loosening of the reins, the British National Curriculum System has been a tightly prescribed, almost micro-managed

means of assessing education in schools for over twenty-four years. Fitting into this system has been crucial for school staff. Ofsted school inspections have also often had the effect of decreasing innovation in schools and increasing individual and collective trepidation, as the focus has had to be on core curriculum issues in order to ensure standards are met and inspections are passed. None of which has been especially supportive of individual enterprise or employee engagement.

Ceding individuality to the greater good in this way may have diminished the capacity of some staff to think for themselves, particularly in terms of their own wellbeing, leading in some cases, to an abdication of it altogether. This has led to a percentage of school staff in any school still looking to someone else to take care of them and keep them well. In some cases, the PWP was helpful in addressing this issue and people responded positively; in other instances the out-sourcing of responsibility for personal wellbeing seemed to be too deeply imbedded to be shifted.

However, a significant proportion of staff welcomed the chance to develop their personal wellbeing awareness and strategies. In fact some were very keen indeed and these people became active during the PWP, developing and prolonging the best effects of the SSWM's and SWT's input. Nurturing these individuals as 'early adopters' may be one route towards deeper and sustained wellbeing in schools in the future.

Overall, the implementation of the PWP, in this setting, for the school staff wellbeing issues needing to be addressed, worked to an extent to produce individual and collective behavioural change as seen in Table 1. This was helped by the choice of the OLP as the leading methodology. This enabled people to join, leave and rejoin PWP events as and when they felt able. People appreciated the fact that there was ease of movement throughout the whole intervention. However, while this informal structure encouraged participation, it made data collection pertaining to attendance and individual and group characteristics etc difficult to attain. The fact that this information might have contributed to their wellbeing cause, as was explained on several occasions, didn't seem to have much impact on the completion of registration forms. People nodded interestedly but the general impression given was that one of the aspects of the PWP that they enjoyed most - and made them feel most well – was the sheer freedom of the process. They enjoyed the carefully implemented programme of events but relished the lack of pressure to participate. Paradoxically, the freedom of movement appeared incite a higher level of commitment in some people, although others did not seem to be affected by it, consistently taking a more dilettante approach to the what was being offered.

TABLE 1 IN HERE

Table 1. Pilot Wellbeing Programme Process and Findings

The choice of the OLP as the overarching PWP methodology embodied the kind of unhurried, multi-layered, respectful and confidence-enhancing micro-step work the PWP

aimed to promote, and many people reacted to it accordingly. Through individual inclusion and involvement, the right circumstances were created for the emergence of trust, learning, commitment and subsequent action amongst all the stakeholders.

Implementing OLP properly, however, calls for sensitive, nuanced facilitation if people are to gain insight to others' world views (central to this approach), broaden their awareness of the organisation as a whole and respond positively to calls to action.

It is also important that intervention facilitators and researchers have in-depth knowledge and experience of a wide range of investigative and training methodologies if they are to be able to create and implement the almost intuitive, tailor-made approach that OLP demands. Without the requisite skill, experience and assurance, wellbeing work can be implemented ineptly and damagingly, leaving the organisation in a worse position than it was prior to the intervention. This may appear obvious but in our experience this scenario is not uncommon and can leave a (poor) lasting effect on the organisation. Unfortunate brushes with previous wellbeing attempts in their schools had left a few PWP HT's extremely hesitant about becoming involved in anything of the sort again. It was only the proven work of the team involved and the wrap-round support of the LA that inclined them towards another tentative effort.

HTs are usually busy, caring people; they will not consent easily to anyone or anything likely to create added complications or pressure in their school. Wellbeing work inevitably has the potential for doing so in as much as it will undoubtedly change people to a greater or lesser extent. Changed individuals change collective dynamics, are not as predictable, and are perhaps harder to manage than they would have been prior to any wellbeing intervention. It's not that HT's don't want staff to be (more) well, simply that, increasingly, some schools, for many reasons, are only just about manageable: any intervention, least of all one which encourages the questioning of the established order, could be perceived as potentially disruptive to the status quo, leading in turn to increased stress for everyone, especially the HT.

It therefore requires a strong, confident HT to acquiesce to this kind of intervention, and many are not. The bold work of pioneering HT's in the area of staff wellbeing, then, should be heralded and shared to encourage others to follow in their wake. However, for that to happen, the wellbeing intervention needs to be a thoroughly meaningful one, implemented properly, which returns once more to the issue of the quality of the intervention lead team; the facilitators, the SWT's and so on. Creating a team like this demands commitment and leadership. While the initial formation of this LA PWP team was not exactly serendipitous, it was very unusual. Like-minded people with the influence, contacts and capacity to formulate and implement an initiative, even on the modest scale of the PWP, are not in abundance in LA's anymore and schools simply haven't the wherewithal to bring about this kind of project themselves.

Measuring progress in such a subjective area is also notoriously difficult; creating job and person specifications for wellbeing workers, equally so. What did become clear during the PWP was that some people in school volunteered for positions of responsibility based on motives that were perhaps not aligned with the spirit of the project. Preventing this situation in the first instance and taking measures to deal with it once it had occurred, was problematic though ultimately manageable. Other unforeseen problems occurred and were worked through but none of this should be interpreted as sufficient reason for avoiding further school staff wellbeing research and development.

With hindsight the PWP was always going to be a catalyst that enabled unexpected behaviours to surface, not all of them productive. The OLP as an overreaching methodology was complex to manage, especially where capacity was limited. However, simply because an intervention as important as staff wellbeing has potential for raising issues and complications should not mean it is not attempted at all. Progress in such a vast area of human frailness is probably always going to be difficult in practice and incremental in progress, fraught with unimagined complication. Other HT's in the LA were interested in the results of the PWP and keen to learn from the experience of the eight schools involved. Their interest is welcome and timely. The current paternalist role of HT's as whole school staff caregivers is neither sustainable nor in line with thinking on distributed leadership (Hargreaves & Fink, 2008) in schools where the expectation is that individuals will develop and increasingly demonstrate, initiative, collaboration and accountability in every aspect of their role, including personal wellbeing.

Case studies this like of this can be persuasive, if not conclusive in the argument for change.. Certainly there is information here about what *hasn't* worked in terms of staff wellbeing in this instance, which can be usefully referenced when tailoring future wellbeing work in schools. What *does* work is not as clear-cut, ironic given that much of the methodological emphasis throughout the PWP was on isolating this very information. However this relatively innovative initiative was always acknowledged as a pilot for a different kind of approach to school staff wellbeing. So scarce is documented work in this field that the PWP could almost be regarded as a nascent attempt. As such, both the implementation of the intervention and the research findings pertaining to it could be described as tentative.

Ultimately, this has been a modest contribution to the field of workplace wellbeing, in this case a school. People were changed during it and that change, when modelled, while amongst only a small number of staff in a small number of schools, may have an effect on generations of children for the better, which has to be worthwhile. Whether that effect will be recognised and built upon by policymakers and thought leaders is another matter. Wellbeing still tends to be regarded as a luxury item in most organisations and institutions despite growing evidence that it is integral to productivity and innovation. As the emphasis on personal accountability in every area of life increases, however, it may be that empowering people to assume or resume greater control of their own health and wellbeing through initiatives like the PWP could become the norm rather than the curious exception..

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